DOCUMENT RESUME

ED 381 237 PS 023 029

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TITLE Behavior Management Manual for Preschool Children, Their Parents & Teachers. (Revised Edition).
INSTITUTION San Bernardino Community Coll. District, CA. Office of Planning and Research.
PUB DATE 94
NOTE 32p.
AVAILABLE FROM Preschool Services Department, 250 South Lena Road, San Bernardino, CA 92408 (one copy fee; additional copies, $1 each; limit, 10 copies).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Attention; Attention Deficit Disorders; *Behavior Change; *Behavior Problems; *Change Strategies; Discipline; Incentives; Parent Child Relationship; *Positive Reinforcement; Praise; *Preschool Children; Preschool Education; Preschool Teachers; Self Esteem; Self Motivation; Teacher Response; Teacher Student Relationship; Timeout

ABSTRACT

This booklet is intended to help teachers, aides, and parents of preschool-age children to establish desirable behaviors and eliminate inappropriate behaviors in their children. Following a list of definitions, the booklet discusses how to discriminate between different types of behavior and how to choose the appropriate level of response. Major steps in changing behavior are discussed, including raising the child's self-esteem, establishing rules, getting a child's attention, using warnings and corrective feedback, and making consequences clear. A team approach to positive behavior reinforcement is included for teachers and assistants who need to present a united front. Also included is a list of suggestions for promoting positive behavior, a discussion of extrinsic and intrinsic reinforcers; a list of alternatives to lashing out at misbehaving children, and a list of characteristics common to children with attention deficit disorder with and without hyperactivity. Attached are a child development screening form, child-family referral form, and a list of 101 ways to praise a child. (WP)

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ED 381 237

BEHAVIOR MANAGEMENT MANUAL

For PRESCHOOL CHILDREN, their PARENTS & TEACHERS

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Introduction

The purpose of this booklet, BEHAVIOR MANAGEMENT MANUAL for PRESCHOOL CHILDREN, their PARENTS AND TEACHERS, is to help teachers, aides, and parents of preschool-age children to establish desirable behaviors and eliminate inappropriate behaviors. The contents were gleaned, edited and reproduced from a variety of representative, non-copyrighted resources and may be reproduced for the benefit of preschool children, their teachers and parents (&/or caregivers). Specific materials were selected to answer frequently asked questions or to provide guidance for coping with commonly occurring behavior some very difficult or complex behaviors may require a referral to Mental Health.

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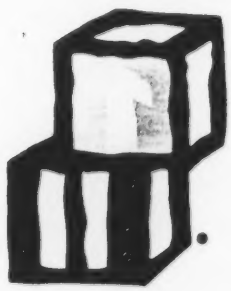
Summer 1994
(Revised Edition)



Definitions

Positive Reinforcement:

The consequence of a behavior which increases the probability that the behavior will occur again. Use it:

1. To determine existing consequences or contingencies which are maintaining ongoing or current behavior; or
2. To Increase the rate of already existing behavior(s).

If positive reinforcement does not work:

1. It may not be appropriate for this person;
2. It may not be delivered frequently enough; or
3. It may not be of sufficient strength or magnitude.

Shaping:

A procedure in which good approximations of the desired response are reinforced. As the process progresses, the requirement to obtain the reinforcement becomes more and more stringent, until finally the target behavior is obtained.

Reinforcement sampling:

Used to discover what the most effective reinforcers are for a given individual or situation.

Negative reinforcement:

As a result of the removal of an aversive stimulus, the behavior increases.

Conditioned reinforcement:

A neutral stimulus which acquires the properties of a reinforcer through the process of pairing it with an already established reinforcer.

Extinction:

The process by which the frequency of a response decreases when all possible reinforcers for that response are withdrawn.

Punishment:

An aversive stimulus administered consequent to a behavior, which results in a decrease in the frequency and/or intensity of that behavior.
Punishment is defined by its effect on a behavior. It cannot be defined as a punisher unless it suppresses a particular behavior.

Redirection:

An effective way to change behavior in a desired direction is to introduce and positively reinforce a more desired behavior.

Baseline:

A base (beginning) rate is the frequency of occurrence of a given behavior under usual environmental conditions, before any consequences of behavior are changed.

Reinforcement contingency:

The condition for reinforcement or punishment to occur.

High-Probability & Low-Probability Behaviors:

A high-probability behavior is an activity that a given child would prefer to do more than other lower-probability behaviors in the reinforcement heirarchy.

Contingency Management:

A process by which the behavior manager negotiates an agreement that if a child will do a certain low-probability activity (clean up a mess), he/she can enjoy a chosen high-probability activity (ride a tricycle for ten minutes).

Reinforcement Heirarchy:

High-probability behaviors are reinforcers for low-probability behaviors and each child can develop his/her own reinforcement hierarchy (menu) of reinforcers and rank them in order of his/her preference.

Discrimination of Behavior

Discrimination of behavior is crucial in the classroom (and the home). It is important for the teacher (parent) to understand the different types of behavior that children exhibit and the appropriate response for the adult behavior manager to make.

1. **Behavior one** – behaviors you prefer and want to see more often, for example: Listening, sharing, sitting quietly, following directions, solving problems, etc.
   Response: positive attention or reinforcement
2. **Behavior two** – behaviors you do not prefer but can choose to tolerate, for example: Whining, lying down during circle time, using profanity, clinging, not eating well, etc.
   Response: ignore or no reinforcement
3. **Behavior three** – behaviors you cannot tolerate because they are harmful to the child or to someone else, for example: throwing blocks, hitting others, biting self or others, hurting self, others, or destroying property during tantrums, etc.
   Response: set limits, remove child, use punishment

It is important to keep these behaviors and responses in mind so that one can be ready to make the appropriate response with a minimum of time elapse.

If a child is sitting quietly and ready to listen during circle time and he/she gets no positive feedback, he/she may act inappropriately in order to get some attention (the child may think that negative reinforcement is better than no reinforcement). This may happen even more quickly if the child hears the teacher (parent) always setting limits and never giving praise. So, **catch children being good** and **reinforce their good (preferred or desirable) behavior!**

Ignoring undesirable behavior is a very powerful tool when it is done effectively. When you ignore an undesirable behavior and follow it with a reward preferred behavior when a child complies, the undesirable behavior will usually fade away. If a child is lying down during circle time, or using profanity, ignore it, and later discuss it with the child alone. In this way, you have not drawn much attention to that child's undesirable

behavior and it was not reinforced.

Set limits only for behaviors that are harmful to the child, to someone else, or destroy property. When a child hits, being told that "it's not nice to hit" is not a consequence. You must remove the child from the situation, and this may be all that is necessary; or follow up with another negative consequence, for example: Time-out.

Major Steps in Changing Behavior:

1. Analyze the situation to specify the behavior to be changed.
2. Find the consequences which are maintaining the current behavior; they may not be readily observable.
3. Identify the goal behavior desired for the child.
4. Discover which consequences may be manipulated in order to change the behavior -- through positive or negative reinforcement.

Positive Self Esteem:

Creating a positive environment is critical for developing positive self esteem. One of the key ways to enhance self-esteem in children is by systematically and generously giving them positive reinforcement for their desirable behaviors. There are many ways to **notice** children, and it is crucial that teachers (and parents) give attention to all children in positive ways. Again, **catch them being good** is the phrase to remember when your children are, for example:

1. Sitting quietly at circle time.
2. Listening attentively to instructions or directions.
3. Picking up the toys and putting them away.
4. Using their quiet, "inside voices," when indoors.
5. Eating appropriately and discarding trash.
6. Sharing toys.
7. Playing independently.
8. Being good helpers for staff.
9. Helping another child.
10. Washing up for snack-time.
11. Chores assigned for home.

As the teacher (parent), your response to a child's desirable behavior should be positive. e.g., you might smile, use an appropriate touch such as a gentle pat of the back or head, use a pleasant tone of voice in complimenting, establish and maintain approving eye contact, or make a short positive statement about the desired behavior, such as, "Thanks for sharing, or good listening".

Praise used often for desirable behavior is the best way to teach your children what behavior you want in the classroom (and home). They are your disciples (learners or followers) and positive discipline is the most effective, since it instructs and models the behaviors which are preferred and approved.

Establishing Rules:

Rules must be clearly established and explained to all children in your classroom. When children move into a new situation, it is important to:

1. State the rules in positive terms, that is what to do.
2. Re-state the rules in other words.
3. Model for them what behaviors you expect.
4. Give them clear consequences for not obeying the rules.

Keep in mind that children vary in their ability to adapt to change, and they all come from different home environments. Give them time to understand what it is you expect and be clear, brief, and specific, in your communication.

Getting A Child's Attention:

The steps to follow when you want to get a child's attention are as follows (remember that this will take time, but it will in the long run teach the child what it is you want; when you yell out from across the room, children will ignore your commands).

1. Go to the child.
2. Establish eye contact by getting down to the child's level and touch lightly on his/her back or shoulder with the palm of your hand.

3. Say the child's name, using an assertive voice.
4. Use short, clear, specific statements, such as: "David, it's time to put the toys away."
   Don't say - "**We** need to clean up," unless you intend to help. It is very appropriate to help children clean up, especially when they are new to your classroom and it gives you an opportunity to model desirable behavior and to praise the children when they follow.
5. Ignore disobedient words and behavior -- If child says, "no", repeat the command once.
6. Praise any behavior that moves the child closer to the goal, for example: When the child is touching the toy, you say, "good, you have your hands on the toy -- now please put it away."

In order to get started toward a positive behavior you may have to give many positive rewards for each small step or approximation towards the desired goal behavior. Don't wait until the child has completed the entire task. Children basically want to please adults; so, let them know by your behavior and words that you approve of their progress towards the goal behaviors.

Warnings, Threats & Bribes:

When a child's behavior is unacceptable and out-of-control, you need to discuss this with the child. This helps the child learn responsibility for his/her own behavior. Prior to discussing the problem, it is important to give the child a warning. A warning is merely stating:

1. The rule for acceptable behavior.
2. Consequence for not obeying the rule, for example: "Hitting someone earns a Time-Out; not following directions results in loss of play time."
3. Don't make threats. A threat is a statement you never intend to follow through on, for example: "Do you want me to call your mother?" -- and you have no intentions of doing so. Or, "Do you want me to send you home?" -- when this is not possible.

It is important that the child knows the consequence for inappropriate behavior and that it will happen. Be consistent. This will encourage in-control behavior. Do not bribe a child to get him/her to follow the rule -- later, s/he may turn it around. To help children develop in-control behavior, we have to model it for them.

Change takes time. People do not master their behaviors overnight. Over many years our personality and temperament, along with our likes and dislikes, have been shaped. Teachers (and parents) are people who come from all walks of life and so do their children. The environment we are exposed to is critical in shaping the kind of people we become. Be patient. Be good to yourself and don't expect miracles overnight; they can and do happen in the classroom (and home), but they take time.

Corrective Feedback:

Corrective feedback means that you discuss with the child a behavior which you find unacceptable and you come up with a mutually acceptable plan to resolve the problem behavior.

Suggested Steps to Follow:

1. Discuss the problem with the child in a private one-to-one, neutral setting.
2. Never discuss the problem while the child is still behaving inappropriately, for example, if a child is hitting another child, do not discuss the problem of hitting while it is happening.
3. Start out by saying, "I have a problem" and state how it makes you feel.
4. Ask the child, "Have you noticed that this behavior upsets me?" (Await a response.)
5. Then say, "I don't like being upset because of your misbehavior."
6. "What can I do to help you remember not to hit?" (Praise any appropriate suggestions.)
7. "I have thought of something to help you remember not to hit. When you forget and hit, I will say, 'Johnny, go to Time-Out for hitting'."

8. "Let's practice Time-out so you know exactly how to do it." (See Time-out section, below, for details.)
9. "I'll pay attention to you when you are behaving appropriately."
10. "Okay, what's our plan?" (Help child say back to you all of the things you agree on.)
11. In a few days, take time to discuss progress made by the child toward correcting the inappropriate behavior.
12. If the problem behavior persists in spite of two corrective feedback sessions, consult with colleagues and/or refer to PSD Mental Health for other suggestions. (See Referral Form, below.)

Time-out:

Time-out is to be used only for **specific behaviors** and with a **very specific time limit.** Never use Time-out if you haven't discussed and demonstrated it previously to the children at a neutral time.

Time-out is usually used for behaviors that are physically harmful to the child or someone else, for example: hitting someone, throwing large objects in the room, pushing others, pulling hair, tantruming, and breaking equipment.

A child's running around a room and not listening is not a behavior worthy of Time-out. Simply give an effective command to stop running and redirect his/her energy. Never forcefully grab a child to get him/her to listen. When a harmful behavior occurs:

1. Go over to the child.
2. Say to child, "No hitting, go to Time-out".
3. Time-out needs to be only a few minutes: (formula for Time-out limits: 1 minute for each year of child's age, for example, If a child is 3 years old, 3 minutes is ample Time-out. (Exception: some hyperactive children may need only about 1 minute to enable them to gain control of their over-active behavior.)
4. Do not speak to the child while in Time-out, except to remind the child of the Time-out rules, for example, "Time-out will start when you are sitting correctly."

5. If possible, use a timer. Give corrective feedback before the child resumes acceptable activity.
6. Encourage the child to get involved in an acceptable activity as soon as possible so that you can begin to re-establish positive interaction and reinforce appropriate behavior.

When Child Refuses To Go To Time-Out:

1. Discuss with the child during corrective feedback what the consequences are for not going to Time-out.
2. Try to get some suggestions from her/him for more appropriate correction.
3. Other penalties, such as the loss of a privilege, may be used if the child refuses to go to Time-out.
4. Do not send child to office or home unless child is completely out-of-control; if this continues, a referral needs to be made to PSD's Mental Health unit. (Both teacher and parent are asked to complete the Emotional/Behavioral Disabilities form and include it with the Referral Form,)

Place for Time-Out:

1. Pick a corner or a neutral place in the room that is safe and free from toys or other playthings.
2. Never place a child in Time-out in the front of a classroom or use any other type of humiliating or ridiculing tactics (in school or home).
3. An adult needs to be close by, but should give the child no active attention.
4. Ignore any words or actions while the child is in Time-out.

Consequences:

It is very important for children to understand that their behavior has consequences. It helps them to develop self-control and feelings of positive self-esteem, two important goals a teacher (parent) needs to work on in the classroom (and home). Before administering a consequence, make sure that:

1. There is a clearly stated rule (limits & expectations) with consequences for obeying or breaking it.
2. The consequences are related to the behavior, for example, if the child spills milk, he/she has to clean it up; after the child puts toys away, he/she may go to next activity.
3. Only one clear consequence for each behavior.
4. It is the least amount of negative consequence needed to be effective.
5. An immediate response occurs with the consequence following as soon as possible.
6. A limit is set on only the behaviors you see. When a child states to you that someone hit him/her and you didn't see it, encourage the child not to play with the other child, and keep an eye on the children. If the child is telling the truth, you will eventually observe the behaviors yourself.
7. You are in control of yourself - no anger, yelling, pushing, or pulling at children. Never grab children by the arm or clothing -- this frightens them and encourages more out-of-control behavior. You must model "in-control" behavior yourself, if you expect your disciples to follow their leader.
8. The consequence should help the child to develop more positive behavior. If it does not, it is not effective, and another consequence may need to be substituted -- a test of your creativity and ingenuity.
9. The entire negative consequence will be over as soon as possible so the child can begin doing things you can reinforce positively.
10. The choice of consequence does not punish you or the class, for example, do not make the entire group wait at circle time while you scold one child, nor give a lecture at line-up time when 16 other children are waiting.

Adult's In-Control Behavior:

When a child completely loses control, he/she needs an

environment where the adults are in-control of themselves.

If a child is having a temper tantrum, allow the child to cry and kick, provided that he/she does not hurt himself or anyone else or damage/destroy property. When a child loses his/her temper, he/she needs to express the anger. To hold the child only makes the child angrier, and it begins to make the adult feel angry also.

If a child tries to run out of the room or into the street, or begins to throw large objects, then you need to firmly grasp the child and place him/her in a closed and safe environment where he/she can release pent up emotions.

If you have a pillow or punching bag, allow the child to kick and hit it. You can say, "you cannot hit me, but you can hit the pillow." This would only be effective if the child knew it was available to him/her when out-of-control.

When a child is aware that the environment is safe and the adults are in control, he/she will begin to calm down. You can then use an assertive voice and begin to re-direct. It is important not to discuss the tantrum or ask the child why he/she is behaving inappropriately. Later on, during corrective feedback you can discuss the problem and some solutions.

Team Approach:

Teachers and assistants need to work together as a team in order to facilitate positive behavior in the classroom. Since the classroom is composed of children with so many different temperaments and interest levels, it is helpful to have several adults available for interacting with the children at all times.

During snacks, lunch and clean-up time, utilize those children with high energy levels as helpers in order to avoid their getting into trouble.

Don't expect 17 preschool children to line up perfectly and wait patiently. This sets up the hyperactive child to fail since he/she cannot stand still for any length of time.

If needed, break up your circle time and divide the children into groups so that a few can enjoy the special attention of being read to, while your more restless group can interact more actively. As the children mature, you will see improvement in

their ability to sit for longer periods of time. Make sure your circle time is short (ten minutes maximum) and very stimulating and interesting. Alternate quiet and active curriculum activities.

Be flexible! Don't set yourself or the children up for failure. Avoid power struggles, and whenever possible give acceptable choices. Be clear on your rules and consistent in enforcing them.

Suggestions For Promoting Positive Behavior In Young Children:

1. Recognize developmental changes as they occur in young children and anticipate the emergence of new behaviors.
2. Reduce situations and remove objects known to cause or create fears in children.
3. Give children names for their emotions and provide and demonstrate appropriate ways to express those feelings.
4. Recognize the urgency of the young child for rest, food, and comfort, and recognize the various ways in which those needs are expressed.
5. Avoid overstimulating or overtiring children and expecting them to make a quick adjustment to another mood or level of activity.
6. Provide daily one-to-one interaction with every child.
7. Encourage age-appropriate choices and child-to-adult feedback.
8. Make both expectations for acceptable behavior and consequences for misbehavior clear, and follow the rules yourself.
9. Be consistent regarding both rules and enforcement of discipline.
10. Avoid pushing children into stressful or fear-producing situations.
11. Provide children with responsibilities at increasingly more challenging levels.
12. Provide frequent reinforcement for appropriate, cooperative behavior -- again catch them being good.

13. Arrange for many types and levels of activity during the day, such as activities that may be "active" and "quiet," "messy" and "neat.
14. Give children time to practice responding appropriately to adult expectations.
15. Respect children's belongings, family life, and privacy.

One Minute Praisings Work Well When:

1. I tell my children beforehand that I am going to praise them when they do well.
2. I catcaha my childrenss doing something right or well.
3. I tell my children specifically what they did.
4. I tell them how good I feel about what they did.
5. I stop and let a few seconds of silence pass to let them feel how good I feel.
6. Then I do what genuinely matches my feelings right then, e.g., I tell them I love them or give them a hug or both.
7. I later encourage my children to do the same for me – to catch me doing something right and to give me a praising.
8. I realize that while it takes me only a minute to praise my children, their feeling good about themselves may last them for a lifetime.
9. I know that what I am doing is good for my children and for me. I feel really good about myself as a teacher, (or parent).

Three Categories of Extrinsic Reinforcers:

SOCIAL REINFORCERS	ACTIVITY REINFORCERS	TANGIBLE REINFORCERS
Verbal praise from adults (see pages 24–25). Gentle touch: A pat on the back, rub shoulder, pat on head, squeeze arm, a "playful" pinch	Listen to records Listen to radio Watching TV Playing outside Playing games Talking with others Sitting alone quietly Coloring Extra recess	Food (preferably nutritious) Inexpensive toys Stick–ems, Stars, Marbles, Tokens, etc. can be saved and exchanged for other reinforcers; (called a "Token economy").

Each child can develop his/her own menu, using words, pictures, or drawings to list each reinforcement that he/she prefers (high probability behaviors) – "different strokes for different folks."

Intrinsic Reinforcers:

Most of this booklet discusses methods by which adults can manage the behaviors of preschool children be reinforcing desirable behaviors and eliminating unacceptable behaviors. However, the reinforcers are typically not **intrinsically** related to the specific task or behavior being modified. In a well–managed preschool and/or home situation, the child will gradually learn that appropriate behavior is rewarding in itself and that engaging in the school or home activities is pleasing to the child. A truly responsive environment, such as a High Scope or Autotelic Responsive Environment, makes acceptable child behavior its own intrinsic reward and children pursue learning for the sheer pleasure of further mastery of their own development and understanding of the world around them. They become self–motivated and self–disciplined -- thus they

pursue and enjoy learning for its own sake. The child becomes the stimulus and the environment (including the adults) become the responders and their response-ability determine the limits of the child's learning, growth and development.

Eleven Alternatives to Lashing Out:

The next time everyday pressures build up to the point where you feel like lashing out -- **STOP!** and try any of these simple alternatives. You'll feel better...and so will your children.

1. Take a deep breath..and another. Then remember you are the adult.
2. Close your eyes and imagine you're hearing what your child is about to hear.
3. Press your lips together and count to 10, or better yet, to 20.
4. Put your child in a Time-out chair. (Remember the rule: 1 minute for each year of age.)
5. Put yourself in a Time-out chair. Think about why you are angry: is it your children, or are your children simply convenient targets for your anger?
6. Phone a friend.
7. If someone can watch the children, go outside and take a walk.
8. Take a hot bath or splash cold water on your face.
9. Hug a pillow or hit a punching bag.
10. Turn on some music; maybe even sing along.
11. Pick up a pencil and write down as many helpful words as you can think of. Save the list. (National Committee for Prevention of Child Abuse.)

Attention Deficit Hyperactivity Disorder:

Attention Deficit Disorder (ADD), without hyperactivity, and Attention Deficit Hyperactivity Disorder (ADHD), with hyper-activity, are behavioral disturbances of at least six months duration, during which at least eight of the following behaviors are present more frequently than in most preschoolers of the same age:

1. Often fidgets with hands or feet or squirms in seat;
2. Has difficulty remaining seated when required to do so;
3. Is easily distracted by extraneous stimuli;
4. Has difficulty awaiting turn in games or group situations;

5. Often blurts out answers to questions before they have been completed;
6. Has difficulty following through on instructions from others (not due to oppositional behavior or failure of comprehension), e.g., fails to finish chores;
7. Has difficulty sustaining attention in tasks or play activities;
8. Often shifts from one uncompleted activity to another;
9. Has difficulty playing quietly;
10. Often talks excessively;
11. Often interrupts or intrudes on others, e.g., butts into other children's games;
12. Often does not seem to listen, "pay attention" to what is being said to him or her;
13. Often loses things necessary for tasks or activities at school or at home (e.g., toys, pencils, books, assignments);
14. Often engages in physically dangerous activities without considering possible consequences (not for the purpose of thrill-seeking), e.g., runs into street without looking; (APA, DSM III-R, 1987, pp 56-57).

Some children have difficulty concentrating on any task and are overly active, impulsive, distractable, excitable, aggressive and even unmanageable at times. Most preschool children have short attention spans of 5 minutes or so; but, occasionally an abnormally distractable child, who has difficulty staying with any activity for even a minute, wreaks havoc in the classroom and home. The behavior seems to be "driven" beyond the child's or anyone's control. Such behavior is probably in part due to hereditary hyperactivity, prenatal

damage to learning and attention capacity, effects of lead poisoning, dietary deficiencies, family temperament and/or lack of constructive energy outlets, and exposure to violent or disturbing TV and/or family dynamics. .

Some strategies for managing ADD and ADHD children include providing a simple structure for each day's activities, reducing the other distractions in the child's environment, doing concentrated micro-behavior modification to enhance staying on task, gaining parental cooperation in being consistent at home, and engaging a pediatrician's help to determine if medication might help to regulate the child's attending behavior.

Conclusion

In any behavior management program for preschool children, it is vital to include the parents. It is also important to approach the parents in a way that will help the child and yourself to accomplish your objectives. The Head Start emphasis upon parent involvement lends itself to including them in your efforts to manage each child's behavior.

A parent-teacher conference is usually an effective way to handle a discipline problem. Do not tell parents when they pick up their child that the child has been "bad". It's a vague statement and parents usually end up taking the child home and punishing him/her. The child returns to school angrier, out-of-control and with feelings of diminished self esteem.

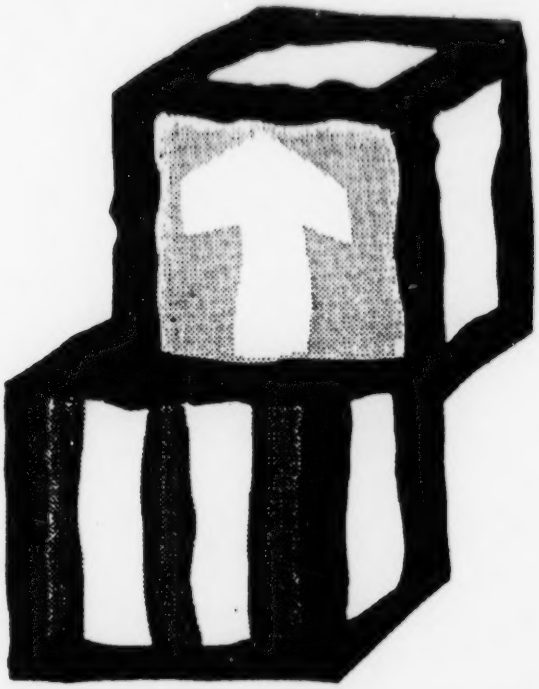
Try to state things positively to parents. If it has been a difficult day, say, "It's been a difficult day for Jason, and I'm sure tomorrow will be better."

We all need to work as a team in order to help our young children move on in their schooling experience and we want this first formal schooling experience to be positive and constructive. Let's remain positive ourselves, and maintain a good sense of humor to carry us through each day.

If the problematic behavior is persistent, refer the child to PSD's Mental Health unit for additional suggestions to help you in the classroom and/or to help parents in their home.

ASSESSMENTS OF PRESCHOOL DEVELOPMENT:

The following pages include several forms used by PSD for documenting the growth and development of preschool children, for referring children who manifest various problems, for rating behavior or emotional and/or speech disabilities, and finally some ways to praise or reinforce children (and adults).



HEAD START 1965 - 1995

CHILD DEVELOPMENT SCREENING FORM

CHILD'S NAME: _____ BIRTHDATE: _____

SITE NAME: _____ CHILD'S AGE (at Pre-screen)_____

The teacher and I have reviewed the screening results for my child.

_____ Date: _____
Signature of Parent/Guardian Pre-screen

_____ _____
Post-screen

_____ Date: _____
Signature of Teacher/Rater Pre-screen

_____ _____
Post-screen

SCREENING/OBSERVATION INSTRUCTIONS

Pre-screening should be completed between 2 and 4 weeks after child is enrolled in preschool program; post-screening at end of school year; and mid-screening (optional) around the middle of the program year for child. Observation of children requires careful watching and listening for patterns and using the information to rate their developmental progress on these representative tasks.

A. Observe one child at a time--the items are for children 3-5 years old.

B. Focus on what the child does; keep notes for inclusion in comments.
Incorrect example: "George always squints" (light is too bright?).
Correct Example: "George squints when he is working on the puzzles at the table" (may indicate a problem with close-up vision, requiring an appropriate referral).

C. Observe the child in different activities, with other children and with adults.

D. Please follow this key for rating the child on each task:

0	=	child cannot do task at all
1	=	child can do task sometimes but not always (partial mastery)
2	=	child can usually do task completely
N	=	child refused to do task or was not observed for this task

Figure 3a.

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SELF HELP

#	DEVELOPMENTAL TASK	COMMENT	PRE	MID	POST
1	Holds drinking glass /cup with one hand				
2	Serves food to self with utensils				
3	Manages zipper and buttons on clothes				
4	Unassisted toileting without accidents				
5	Washes and dries hands unassisted				
6	Brushes teeth without assistance				
7	Puts on shoes and fastens, ties laces				
8	Wipes nose with tissue				
9	Feeds self with proper utensils				
10	Puts on coat and fastens				
		Totals			

FINE MOTOR

#	DEVELOPMENTAL TASK	COMMENT	PRE	MID	POST
11	Copies circle from example				
12	Snips paper with scissors				
13	Cuts on straight line with scissors				
14	Cuts on curved line with scissors				
15	Thumb-finger grasp to hold crayon				
16	Puts six piece jigsaw puzzle together				
17	Strings 10 large beads in 30 seconds				
18	Stacks 9 one inch blocks in 30 seconds				
19	Copies cross & square from examples				
20	Draws a boy or girl				
		Totals			

Figure 3b.

THINKING

#	DEVELOPMENTAL TASK	COMMENT	PRE	MID	POST
41	Points to shapes (circle, square, cross)				
42	Names shapes (circle, square, traingle)				
43	Points to four colors (# 44 below)				
44	Names colors (red, yellow, blue, green)				
45	Sorts by two colors (use 10 blocks)				
46	Counts correctly to 20				
47	Repeats 3 numbers in correct sequences				
48	Recalls 3 recent classroom activities				
49	Points to "big" and "little" objects				
50	Attends to 5 minute preschool story				
		Totals			

LANGUAGE (English or other primary language)

#	DEVELOPMENTAL TASK	COMMENT	PRE	MID	POST
51	Uses sentences with at least 4 words				
52	Asks questions about persons & objects				
53	Responds to and makes verbal greetings				
54	Tells own first and last name				
55	Expresses feelings with words				
56	Follows 3 simple directions in sequence				
57	Makes verbal plans for next activities				
58	Repeats sentence of at least 5 words				
59	Puts block "in, under, & on the box"				
60	Repeats nursery rhyme/song of 4 lines				
		Totals			
		Grand Totals			

Figure 3d.

GROSS MOTOR

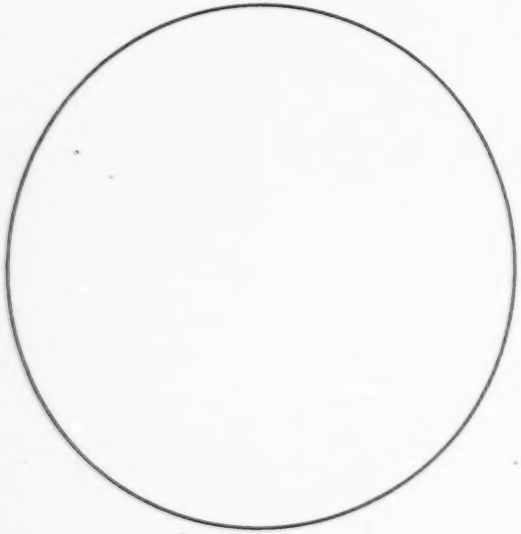
#	DEVELOPMENTAL TASK	COMMENT	PRE	MID	POST
21	Walks on tiptoes for 10 steps				
22	Walks on line or balance beam for 4 ft.				
23	Hops on one foot for 5 hops				
24	Climbs 4 ladder rungs				
25	Catches bounced playground ball at 5 ft.				
26	Stands on one foot for 10 seconds				
27	Jumps in place for 30 seconds				
28	Rides, steers, pedals tricycle				
29	Throws bean bag at least 5 feet				
30	Kicks playground ball 10 feet				
		Totals			

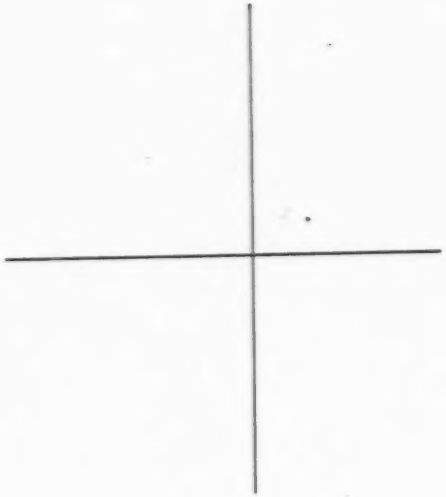
SOCIAL/EMOTIONAL

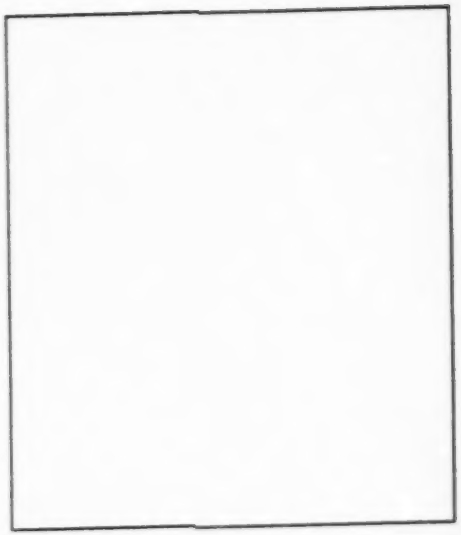
#	DEVELOPMENTAL TASK	COMMENT	PRE	MID	POST
31	Separates easily from parent/guardian				
32	Shares toys with other children				
33	Puts toys away in proper places				
34	Plays cooperatively with other children				
35	Plays dramatically with other children				
36	Takes turns with other children				
37	Plays appropriately in group games				
38	Plays independently from other children				
39	Tries new social/group experiences				
40	Is friendly, talks easily with others				
		Totals			

Figure 3c.

PLEASE DRAW THESE SHAPES IN BLANK SPACE - POST SCREEN







BEST COPY AVAILABLE

Figure 3e.

PRESCHOOL SERVICES DEPARTMENT
SPEECH SCREEN

CHILD'S LAST NAME _____ FIRST _____

SITE _____

BIRTH DATE _____ M/F SEX _____ AGE _____

DATE SCREENED _____ DATE ENROLLED _____

LANGUAGE CHILD SPEAKS _____

TEACHER _____ AM PM FD

PART I
ARTICULATION

Practice words: dog, cat

/m/	mop	tomato	time
/n/	nail	penny	pan
/p/	pig	apple	nap
/h/	hand	playhouse	-----
/w/	web	pow-wow	-----
/b/	bite	baby	tub
/k/	key	pocket	book
/g/	gum	doggie	bug
/f/	feet	telephone	off
/y/	yes	yo-yo	-----
/ng/	-----	king-kong	ring
/d/	dime	indian	dad
/t/	toe	kitten	boat

CENTRAL OFFICE WILL SCORE

DATE _____ INITIAL _____

- ☐ PASSED
- ☐ RESCREEN _____
- ☐ DISABILITIES UNIT WILL RESCREEN
- ☐ COMPLETE _____ & RETURN
- ☐ CERTIFIED _____
- ☐ OTHER _____

Additional Mis-Articulations: _____

PART II
SENTENCE IMITATION

1. I like candy. _____
2. I have new shoes. _____
3. He is my friend. _____
4. This is my coat. _____

Is parent concerned? ☐ YES ☐ NO

Is child receiving speech therapy? ☐ YES ☐ NO

Is teacher concerned? ☐ YES ☐ NO

Figure 4a.
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PART III

RECEPTIVE LANGUAGE

USE + FOR CORRECT
USE - FOR INCORRECT

1. Show me your" (identifies body parts)

a) eyes	_____	e) hand	_____	i) mouth	_____
b) nose	_____	f) teeth	_____	j) leg	_____
c) feet	_____	g) head	_____	k) tummy	_____
d) arm	_____	h) ear	_____	l) finger	_____

EXPRESSIVE LANGUAGE

2. "What's This" (Labels/names objects)

a) table	_____	e) shoe	_____	i) block	_____
b) chair	_____	f) floor	_____	j) pencil	_____
c) door	_____	g) sock	_____	k) book	_____
d) phone	_____	h) ball	_____	l) doll	_____

SUMMARY

CHECK APPROPRIATE BOXES

3. STUTTERING: ☐ Never ☐ Occasionally ☐ Frequently

4. ARTICULATION: (Choose one)

☐ Child's speech is easily understood.

☐ Child's speech is sometimes difficult to understand.

☐ Child's speech is very difficult to understand.

☐ I am concerned about articulation skills? (explain below)

5. LANGUAGE: (Choose one)

☐ Child uses 4-5 word sentences.

☐ Child uses 3-4 word sentences.

☐ Child uses 2-3 word sentences.

☐ Child sounds like a much younger child.

☐ Child does not use words to communicate.

☐ I am concerned about language skills? (explain below)

Explain your concerns: _____

_____

_____

_____

TEST MATERIALS: book, phone, doll, ball, block, pencil

Figure 4b.

EMOTIONAL / BEHAVIOR DISORDERS

NAME_____ D.O.B._____ SEX___ DATE_____

SITE_____ AM/PM_____ REPORTER_____

BEHAVIOR DISORDERS/PROBLEMS (Please mark each item in the proper column at right: Use your knowledge of normal child development to judge frequency or severity of observed behaviors/problems. Your comments are helpful. Thank you.	USUALLY	OFTEN	SELDOM	NONE

#	OBSERVATION	COMMENTS				
1	Hits, bites, kicks, hurts others					
2	Damages own or other's things					
3	Has temper tantrums; demands own way					
4	Does not follow preschool rules					
5	Teases, threatens, swears at others					
6	Lies, cheats, steals, blames others					
7	Yells, burps, interrupts, is rude					
8	Clings to or touches others					
9	Is withdrawn, very fearful &/or shy					
10	Soils or wets self					
11	Masturbates, tries sex play					
12	Restless, does not finish tasks					
13	Is clumsy, loses balance, drops items					
14	Cries often or seems very sad					
15	Makes strange sounds, talks to self					
16	Easily distracted, doesn't pay attention					
17	Is cruel, angry &/or fights with others					
18	Has repeated unexplained absences					
19	Argues, refuses adult requests					
20	Annoys, aggravates others					
21	Other (Specify)					

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Figure 5.

PRESCHOOL SERVICES DEPARTMENT OF SAN BERNARDINO COUNTY

CHILD-FAMILY REFERRAL

Site Name		Phone	
Child's Name		DOB	M/F AM/PM
Parent/Legal Guardian		Date of Enrollment	
Address		City	Zip
Phone: Home ( )		Work ( )	
Primary Language of Parent	Child	Date Parent Notified	

EXPLANATION OF REFERRAL (Please Be As Specific As Possible):

Referring Person's Signature	Date
Site Supervisor's Signature	Date

Rev.7/94 Mental-H\Ch-Refer.203

101 Ways to Praise a Child

Way to go * Super * You're Special * Excellent * Great * Good * Neat * Well Done * Remarkable * I Knew You Could Do It * I'm Proud of You * Fantastic * Superstar * Nice Work * Looking Good * You're on Top of It * Beautiful * Now You're Flying * You're Catching On * Now You've Got It * You're Incredible * Bravo * You're Fantastic * Hurray For You * You're On Target * You're On Your Way * How Nice * How Smart * Good Job * That's Incredible * Hot Dog * Dynamite * You're Beautiful * You're Unique * Nothing Can Stop You Now * Good for You * I Like You * You're A Winner * Remarkable Job * Beautiful Work * You're Spectacular * You're Darling * You're Precious * Great Discovery * Bingo * Magnificent * Marvelous * Terrific * You're Important * Phenomenal * You're Sensational * Super Work * Creative Job * Super Job * Fantastic Job * Exceptional Preformance * You're a Real Trooper * You Are Responsible * You Are Exciting * You Learned It Right * What An Imagination * What A Good Listener * You Are Fun * You're Growing Up * You Tried Hard * You Care * Beautiful Sharing * Outstanding Performance * You're A Good Friend * I Trust you * You're Important * You Mean A Lot To Me * You Make Me Happy * You Belong * You've Got A Friend * You Make Me Laugh * You Brighten My Day * I Respect You * You Mean The World To Me * That's Correct * You're A Joy * You're A Treasure * You're Wonderful * You're Perfect * Awesome * A+Job * You're A-Ok- My Buddy * You Made My Day * That's The Best * A Big Hug * Big Kiss * Say, "I Love You!" *

P.S. Remember, A Smile is Worth a 1000 Words!!

101 Maneras De Alabar A una Nino

Asi Se Hace * Asi Mismo * Eso es * Andale * Asi Se Mejora * Me Tienes Orgullosa * Estoy OrgullosoDe Ti * Te Encuentro Cada Dia Mejor * Como Va Me Qusta * Bravo * Que Interesante * Tal Como Debe De Ser * Te Portas, Que Da Questo * Tienes Lo Que Necesitas * Estas Como Quieres Muchacho * Que Bien Te Ves * Chido Hijo, Chido * Magnifico * Esplendido * Espectacular * Tu Hasta Sin Manos * Tu Puedes * Eres Bien Mona * Eres Bien Guapo * Que Guapo Eres Mi Hijito * A Tu Que Te Duran * Me Haces Feliz * Buen Trabajo * Esta Bueno * Pero Que Lindo Muchaco * A Que Nino Tan Inteligente * Pero Que Nina Tan Chula * Como Esta La Regalona? * Precozel Muchacho Verdad * Asi Com Vienes Me Qustas * Buen Trabajo * Eres Incredbile * Tu Eres Execional * Contigo Me Casaria * Me Llumina El Paso * Sabes Hacer Las Cosas * Sebes Como Se Escucha Caray * Estas Creciendo * Pero Que Grandote Mohbre * Correcto * Tu Significas Mucho Para Mi * Querido * Fantastico * Eres Un Tesoro * Eres Mi Confrecito De Oro * Mi Haces Feliz * Te Encuentro Cada Mia Major * Echale, Echalele * Tu Tienes Lo Mero Prinicipal * Eres Requetedivertido * Buena Honda Maestrin * Te Amo * Que Bien * Eres Muy Sipatico * Sigue Dandole, Que Poquito a Poquito Se Llena El Jarrito * Eres Mi Calabacita * Corazoncito Mio * Corazon De Melon, Que Dulce Eres * Que Hace Mi Queridito Chulo? * Tu Si Agarras La Honda * Tu Si Sabes; Para Que Veas * Contigo Estoy Contento * Que Nina Tan Dulce * Dime, Mi Barrilito Cervecero * Como Me Adornas * Ecole, Ecole! * Res Muy Especial * Que Buen Animo Tienes & Buena Mozo * En Hora Buena Hijo * Que Valiente Muchachito * Maravilloso * Me Enorguilleses * Me Iluminas El Dia * Perfecto * Buen Trabajo * Ya Estas Aprendiendo * Eres Un Amore * Me Interesas Mucho * Eres Muy interesante * Esol * Me Lucero Adorado * Le Sabes Llegar * Si Senor * Pero Que Macho Eres * Que Nino Tan Educado * Que Educadita Eres * Ua Casi Eres Una Senorita * Vas A Ser Todo Um Hombre * Le Atinaste * Siigue Siendo Tan

Pd! Recuerda Que Una Sonrisa Vale Mas Que 1000 Palabras!